Chaminade University
OF HONOLULU

EDUC 610 Elementary Language Arts and Methods

Semester/Year	Instructor:
Fall, 2020	Bobbie Martel
Course# and Credits:	**Email:**
EDUC 610-90-3 (3 credits)	Roberta.martel@chaminade.edu
Class Title:	**Telephone:**
Elementary Language Arts and Methods	cell: (808) 777-8841
Course Format:	**Office Hours/When to Contact:**
Online through Canvas	By phone or email
Class Location:	**Class Time/Day:**
WWW	WWW
O&P/Service Requirement: This course does include a Service Learning component of 10 hours which will be satisfied through observations of videos and three written reports	

No required text

Web Resources:

http://www.k12reader.com/category/balanced-literacy/

http://www.readinga-z.com/assess/runrec.html?context=guided-reading

http://www.readwritethink.org/classroom-resources/lesson-plans/

http://www.readwritethink.org/classroom-resources/lesson-plans/

Catalog Description:

EDUC 610 Elementary Language Arts and Methods (3)
This course will focus on the philosophy and rationale for the teaching of K-6 language arts. Focus is on content knowledge and pedagogical strategies that support the optimal development of oral language, reading, and writing skills. The influence of culture in language and strategies for developing a language-rich environment that meets the needs of all learners is included.(10 hrs. O&P will be completed virtually)

Guiding Philosophy
The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

Education Division Mission Statement
The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
3. Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.

4. Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change (Hoʻomaʻamaʻa): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

Licensure Program Learner Outcomes (PLOs)

1. PLO1: Content Knowledge (Knowledge of subject matter).
2. PLO2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. PLO3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
4. PLO4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
5. PLO5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6. PLO6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7. PLO7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
8. PLO8: Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes
CLO 1: Select appropriate Common Core State Standards and develop Understanding by Design units for language arts. (InTASC #5, 7)
CLO 2: Show understanding of high quality children's literature that supports diverse learners' literacy development (InTASC #1, 4)
CLO 3: Plan language arts instruction for students of a wide range of ability and cultural backgrounds which includes school and home communities (InTASC #10)
CLO 4: Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction (InTASC #6)

CLO 5: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students (InTASC #3)

CLO 6: Develop a general understanding of the teacher preparation assessment, edTPA, to be used for Hawaii licensure starting in 2016

PLO/CLO Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1		X					x	
CLO 2	x	X	x				x	
CLO 3		X	x		x			
CLO 4		X	x				x	
CLO 5 _____ CLO 6						x	x	x

Big Ideas
1) Literacy is needed for the full development of every person in today's world.
2) Students who struggle to read for a variety of reasons may continue to be disinterested in reading and avoid it whereas children who have success with reading tend to read more.
3) Knowledge of language includes an understanding of how language functions in different contexts.

Essential Questions
1) How can teachers best promote reading, writing, and speaking from early learning through the elementary years?
2) What factors affect achievement of grade-level literacy?
3) How can we motivate all children to read and write?

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	**Content Knowledge** (*Knowledge of subject matter*)
PLO2	**Developmentally Appropriate Practice (***Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning*)
PLO3	**Pedagogical Content Knowledge** (*Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*)
PLO4	**Educational Technology** (*Knowledge of and application of appropriate technology for*

	student learning)
PLO5	**Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*)
PLO6	**Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments*)
PLO7	**Focus on Student Learning** (*Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology*)
PLO8	**Professional & Ethical Dispositions and Communication** (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

Key Teaching-Learning Strategies

This is an online course. The course requirements include:

- Online discussion

- Written assignments

- Individual research

- Observation and Participation (will be completed virtually)

Education Division Attendance Policy: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

Excused Absences: Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules. For this class, the online portion applies:

- Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. In this course, <u>logging on twice a week for 10 weeks is required</u>.
- If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- Any student who stops participating in an online course without officially withdrawing may receive a failing grade.

Academic Honesty - In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

Disability and Full Inclusion Statement - Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603. A determination will be made if the student meets the

requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Knowledge/Skill/Disposition (KSD) - The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values. Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course. Referrals can also be made to the Dean for our students taking non-education courses.

Course Requirements

Assignment	Pts	Assignment Description	Due Date
Field Observation Activities:	15 pts. (3 @ 5 pts. ea.)	This requirement will demonstrate an understanding of theory as it is applied in a classroom setting. Three observations of select videos will be written in narrative form, responding to an assigned topic. The format for the reports will be found in Files on the course content list. A required 10 hours of O&P will be completed virtually.	**10/19** **11/16** **12/12**
Weekly discussion questions	40 pts. (8 @ 5 pts. ea)	The weekly discussions will extend and apply the information gleaned from your readings of articles and viewing videos. Your reflective responses should include details from your readings along with your own personal voice and experiences with the topic. Your 1 page response can be double spaced and uploaded to the weekly Discussion as an attachment or typed directly into the discussion response area.	**10/12** **10/19** **10/26** **11/02** **11/16** **11/23** **11/30**

Assignment	Pts	Assignment Description	Due Date
			12/7
Case Study	15 pts.	This "capstone" assignment equates to a final exam. This assignment provides an opportunity for you to apply what you have learned in our course to a hypothetical setting. A detailed explanation for the assignment and examples of Case Studies will be provided for your review. The final paper or power point presentation should be a minimum of 4-5 pages or 8-10 slides Please post as pdf.	**Due Date: 12/7**
Signature Assignment	30 pts.	Three standards based lesson plans using the lesson plan template found in Files. This requirement will demonstrate an understanding of a balanced, literature based, reading program which includes organized explicit skills instruction. Choose three different pieces of children's literature or the same piece of literature with three different focus areas as listed below which will lead into the creation of lesson plans to include: • One shared reading lesson focusing on word study (rhyming, word families, vocabulary development, etc.) • One lesson plan teaching for comprehension • One lesson plan demonstrating the reading/writing connection.	1. **Shared Reading: 10/26/2020** 2. **Comprehension: 11/09/2020** 3. **Reading/ Writing Connection: 11/30/2020**

The proportion that each of the above contributes to your grade in this course is as follows:

Grading Scale:
A = excellent achievement   (90 – 100 pts.)
B = above average achievement   (80 – 89 pts.)
C = average pass   (70 – 79 pts.)
D = minimal pass (poor)   (60 – 69 pts.)
F = Failure   (0 - 60 pts.)

O&P or Service Learning Requirement (if applicable):

• See "Course Requirements" above for the O & P assignments. This course does include a Service Learning component.

- All students are responsible for completing required **forms for O&P** through the Field Services Director, <u>This includes students who are currently teaching and using their own classrooms for O&P.</u> Required forms can be found in the Ed. Division website under Field Services. Only the log is submitted to me, after you complete your 10 hours. Begin your O&P as soon as possible. (TFA students will complete the O&P assignments for this course but do not have to complete the time forms)

Course Schedule/Calendar by Session:

WEEK	Activities	Assignments & Due Dates
Week 1 **10/5/2020** **Assignments due 10/12**	**Introduction to the course and immersion into balanced literacy** Through on-line readings and videos, we will become familiar with the components involved in an integrated, balanced, language arts program.	- Please read the on-line "Scenerio" (lecture) for week 1 Module. Please view the video clips demonstrating the components of balanced literacy (presented by Bobbie) - Explore the following, excellent web-site, highlighting the components of balanced literacy, http://www.k12reader.com/category/balanced-literacy/. Please save this in your list of favorites as a future resource. Please be sure to explore the content list on the left side of the page. You will find excellent curricular ideas focused on the level that you want to teach. - Investigate the following web-site; http://www.readinga-z.com/index.php . **Pay special attention to the following link focusing on Running Records assessment.** http://www.readinga-z.com/assess/runrec.html?context=guided-reading - **Discussion: Please introduce yourself to our online "family" and include why you want to become a teacher.** - **Discussion: Please reflect on an effective teacher who made an impact or affected you positively in your life. What qualities/strategies did they demonstrate?**
Week 2 **10/12/2020** **Assignments due 10/19**	**Creating a community of learners** Students will understand how to create a child – centered, literacy focused, classroom, incorporating positive strategies with rich oral	- Read the on-line "Scenerio" (lecture) for week 2 Module. - Continue to investigate the websites assigned in week 1. - **Please read the following articles:** - **http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber** - http://www **sites.google.com/site/literacyonline/support/creating-a-safe-and-supportive-learning-environment** **POST your reaction to the articles using at least TWO of the prompts from this** Higher Order Thinking Response Guide **to the Discussion Forum.** - **O & P Write up # 1 due 10/19**

	language instruction.	
Week 3 **10/19/2020** **Assignments due 10/26**	**Assessment of Reading and Writing** Students will learn effective strategies for assessing children in reading and writing. The analysis of assessment will direct small group instruction	• Read the on-line lecture in Module for week 3. • Balanced literacy web-site: Review the section on running records (miscue analysis). (from week 1) • **Please read the following articles focused on alternative assessments: http:// http://www.teachhub.com/40-alternative-assessments-learning** https://www.edutopia.org/assessment-guide-description • **POST your reaction to the articles using at least TWO of the prompts from this Higher Order Thinking Response Guide to the Discussion. (Click on the hyperlinked wording to view the response guide.** • **Respond to at least one of your classmates' postings** • **Signature Assignment: Lesson plan # 1. (Shared Reading) due 10/26**
Week 4 **10/26/2020** **Assignments due 11/2**	**Emergent Literacy** Students will become familiar with the stages of literacy development and the skills that will be taught to scaffold the emerging reader/writer	• Read the on-line lecture for week 4 • Please read the following article. I recommend that you save this site as a future reference, you will find a wonderful variety of assessment forms.http://college.cengage.com/education/cooper/literacy_assessment/2e/shared/literacy_stage_benchmarks/pages_515-567.pdf • **Please summarize the reading behaviors found in the assigned article for each developmental level in oral communication, reading and writing. Cite at least 3 behaviors for each level (pre-emergent, emergent, early, fluent).** • **Please view the videos for this week.**
Week 5 **11/2/2020** **Assignments due 11/9**	**Multi-level instruction** Students will be introduced to strategies using multi-level instruction in reading, writing and word development	• Read the on-line lecture for week 5. • **Please review the following: http://www.fabulousfirstgrade.50megs.com/dra.html** • **Signature Assignment: Lesson plan # 2 (Comprehension) due 11/09**

Week 6 11/9/2020 Assignments due 11/16	**Content Literacy: Reading and Writing across the curriculum** Students will learn procedures and strategies to scaffold learners in the literacy process in content areas. Emphasis on vocabulary development	• Read the on-line lecture for week 6. • Respond to the discussion question entitled, "Why do you think that some students in upper elementary (Grades 4-6) and on into middle school experience a slump, where reading and writing becomes more difficult?" Please research an article with supporting information to validate your thoughts. Please be sure to cite your source. • Post comments/responses to two of your classmate's postings. • **O & P Write up # 2 due 11/16**
Week 7 11/16/2020 Assignments due 11/23	**Compre-hension** Students will use strategies supporting compre-hension	• Read the on-line lecture for week 7. • Please view the following video focusing on retelling to support comprehension: https://www.youtube.com/watch?v=czJ-M4uW204 • **Discussion**: After viewing the following video focusing on comprehension strategies, https://www.youtube.com/watch?v=Sd1FlXxpVIw, please discuss the strategies that you observed
Week 8 11/23/2020 Assignments Due 11/30	**Word Study** Students will learn strategies for introducing vocabulary as well as to support children's reading for meaning.	• Read the on-line lecture for week 8. • Please read the following article: http://www.readingrockets.org/article/word-study-new-approach-teaching-spelling • Please review the following site for additional resources for word work: http://lifeloveliteracy.blogspot.com/2013/09/word-study-routine-and-tipswords-their.html • Please read the following articles focused on the importance of word study in the elementary grades: https://www.edutopia.org/discussion/word-study-collections-elementary-classroom; https://www.readingrockets.org/article/word-study-learning-word-patterns; https://spiralwarmups.com/research-based-word-study/' https://teamtomeducation.com/research-review-for-word-study/; http://jenniferfindley.com/word-study-activity-upper-elementary/ • **Discussion** question: "Describe in detail 3 techniques for introducing new vocabulary prior to reading literature or content text". • **Signature Assignment Lesson Plan # 3: The Reading/Writing connection due 11/30**

| Week 9

11/30/2020
Assignments due 12/7 | **The Writing Process**

Students will be introduced to the stages of writing and learn the principles of teaching the process of writing. | • Read the on-line lecture for week 9.
• **Case Study paper is due 12/7**
• Discussion: Please post a response to the following Discussion question: After reviewing the following articles:
  http://www.ahisd.net/common/pages/UserFile.aspx?fileId=5074816;
https://dcps.duvalschools.org/site/handlers/filedownload.ashx?moduleinstanceid=23868&dataid=25717&FileName=GLAD%20July%202015.pdf;
https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Domain/801/Teaching%20Tips%20for%20Teachers%20Vol.%204.pdf;
https://www.pinterest.com/5hankins1/project-glad-strategies/
• Please reflect on the use of the G.L.A.D. strategies and the integration of charts to support student's learning of content. How will these strategies scaffold literacy development and retention of language and content? |
| Week 10
12/07/2020
Assignments due 12/14 | **The Spelling Connection**

Strategies and techniques will be learned to support students in the spelling process. | • Read the on-line lecture for week 10
• Please view the videos for this week
• Please read the following article: http://www.readingrockets.org/teachers/firstyear/fyt_program/modules/spelling/spelling-depth
• **O & P Write up #3 due 12/12**
• **Please complete the course evaluation**
• **Discussion: Please share your Aloha and reflections of the course.** |

 University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the* Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2) Develop ideas, themes, and main points coherently and concisely.
3) Adopt modes and styles appropriate to their purpose and audience.
4) Be clear, complete, and effective.
5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2) Paraphrasing the work of another without proper author acknowledgement.
3) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. **Excused Absences**.
1.1.   Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. **Unexcused Absences**. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

2.1.   **On-ground courses**. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

   a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
   b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
   c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

2.2   **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3   **Online courses and online portion of hybrid courses**. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. **Additional Notes**

3.1 *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*

3.2 *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*